

Rocking Horse Nursery Stamford Limited

85 Rutland Road, Stamford, Lincolnshire, PE9 1UP



Inspection date

Previous inspection date

11 August 2015

4 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The stimulating outdoor area offers children a wealth of sensory and physical experiences which enhance their learning well.
- Children make good progress in all areas of learning because planning is effective in targeting their interests. This ensures children are well motivated to learn.
- Children's safety is well promoted at the setting because staff have a good understanding of safeguarding policies and practices. They diligently supervise the children as they play and ensure the premises are safe and secure.
- Enthusiastic staff help children enjoy activities by joining in and this encourages all children to participate and enjoy challenges.
- Staff work closely with parents and other professionals to ensure children's individual needs are well met.
- Training is well supported at the setting and this has resulted in a staff team who use their qualifications and skills to support children's learning.

It is not yet outstanding because:

- Not all large-group activities are tailored well enough to hold all children's interest. Some children become restless and distract others from getting the most from the experience.
- Staff do not always make the most of routines to promote opportunities for children to count and practise their number skills.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review the planning of large-group activities to enhance all children's learning experiences
- make the most of everyday routines so that children have the opportunity to develop their skills in counting.

Inspection activities

- The inspector observed the children during their activities indoors and outside.
- The inspector spoke with staff and the owner/manager and manager about how they plan for children's learning and looked at children's development records.
- The inspector spoke to a number of parents.
- A range of documents were looked at, including policies and procedures, evidence of suitability checks for staff, training records and the setting's self-evaluation.
- The inspector carried out a joint observation of a teaching activity with the owner/manager.

Inspector

K.A.Bryan

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children make good progress from their starting points and planning covers all areas of learning. Staff provide a wide range of activities which challenge children, such as using a tape recorder and headphones. This contributes to children's growing awareness of technology and its use in everyday activities. Children play tapes of stories and enjoy looking through books as they make links between what they are hearing and the written word. Older children are confident talkers and younger children are beginning to make sounds as staff talk to them all the time. This is one of the ways in which staff promote children's language development effectively. However, the organisation of whole group activities for older children does not consistently engage all of them and some children become distracted. Counting is not routinely practised which means children's mathematical development is not always promoted as well as possible. Parents have lots of good opportunities to be involved in children's learning as they are invited to contribute to children's development folders. Children with special educational needs and/or disabilities are well supported by staff setting individual targets. This helps to ensure all children make good progress from their starting points.

The contribution of the early years provision to the well-being of children is good

Key persons have a very good awareness of children's needs and the close working with parents means they can respond quickly to any changes. Regular outdoor play helps to promote children's good health and this is supported by the provision of nutritious snacks and meals. Children also learn about good hygiene procedures and know that should they wash their hands before meals. Children are gaining good independence skills as they put on sun cream before going outside. They are also involved in sensible risk taking. For example, a child tries to balance on a low beam and perseveres with care until the task is achieved. Children generally behave well and are learning to have regard for each other supported by staff who are good role models. Transitions to school and other rooms in the nursery are managed well and ensure that children's emotional well-being and continuity of learning are promoted.

The effectiveness of the leadership and management of the early years provision is good

The setting is led by an owner and a manager who are both committed to supporting training. This means children are taught by staff who can use their knowledge to ensure they make good progress. For example, training in phonics has contributed to children becoming more confident at recognising letters and sounds. The educational programme is monitored effectively as the manager works closely with staff to enhance their practice. Robust recruitment procedures mean that children are cared for by suitable and enthusiastic people. A comprehensive self-evaluation has set realistic targets for improvement and parents' and children's suggestions have been built into this. This helps to ensure they are involved in the setting's development. Partnerships with other professionals are effective and ensure that children's individual needs are met well.

Setting details

Unique reference number	EY276326
Local authority	Lincolnshire
Inspection number	860931
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	48
Number of children on roll	92
Name of provider	The Rocking Horse Nursery Stamford Limited
Date of previous inspection	4 February 2011
Telephone number	01780 757922

Rocking Horse Nursery Stamford Limited was registered in 1992. The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

